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TEN-SECOND REVIEWS

Blanche O. Bush

Anastasiow, Nicholas, "Oral Language and Learning to Read," *Language, Reading, and the Communication Process*, (Carl Braun, Editor), International Reading Association, 1971, pp. 29-40.

This paper concerns three distinctions that need to be kept in mind when examining the relationship between the child's oral language behavior and his learning to read. First, the paper considers a theoretical viewpoint about how the child develops his perceptual system—that is how he learns to see, to hear, to speak, and then to transfer these skills of hearing, seeing, and speaking to decoding print. Second, the paper describes the relationship between a child's mastery of his early learnings and his later academic tasks, such as learning to read. Third, this paper discusses research findings pertaining to the relationship between the child's oral language production and his reading behavior.

Armstrong, Robert J. and Robert F. Mooney, "The Slosson Intelligence Test: Implications for Reading Specialists," *The Reading Teacher* (January, 1971), 24:336-340+.

The purpose of this study was to determine the validity of the Slosson Intelligence Test (SIT), using the Stanford-Binet Intelligence Scale (S-B) as the validity criterion. More specifically, the purpose of the study was to answer the following two questions. (1) Can scores obtained from the SIT be used with as much confidence as scores obtained from the S-B, when both tests have been administered by a test specialist? (2) Can scores obtained from the SIT administered by a teacher be used with as much confidence as scores obtained from the S-B administered by a test specialist?

Berg, Paul Conrad, "Relevancy in the Classroom Teaching of Reading," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 67-78.

The purpose of this article is to suggest some appropriate ways in which teachers and pupils may create an environment that encourages each pupil to develop to his fullest potential within a framework that is relevant and meaningful to him.

Blair, Allen M., "Everything You Always Wanted to Know About Readability But Were Afraid to Ask," *Elementary English* (May, 1971), 48:442-443.

What makes a book readable? Not even your reading specialists know for sure. Readability is a good book. It's the symmetry and warmth a poem transmits to you. It's a quality that computers find indigestible because it defies precise statistical analyses.

Boyle, Susan, "Trends in Florida High School Reading Programs," *Journal of Reading* (February, 1971), 14:299-302.

To determine trends in the high school reading movement, a twenty-one item questionnaire was sent to one hundred randomly selected secondary schools in Florida. From the results of the questionnaire, an average reading program in Florida could be described in this manner. Special reading instruction is offered for credit to individuals who attend class five days a week for either one semester or an entire year. Instruction is given in small groups and individually. Teaching reading in content areas is not normally emphasized in Florida high schools. This strongly indicates the need for inservice education. No two programs are exactly the same. Availability of funds determines to a great extent the type of program.

Breedlove, Wanda Gale, "The Diagnostic Teaching of Reading," *Diagnostic Viewpoints in Reading* (Robert E. Leibert, Editor), 1971, pp. 19-29.

The author discussed the test-teach cycle as a viable strategy for diagnostic teaching. The emphasis is upon bringing about desirable changes in reading performance.

Brown, Lou, Jerry Hermanson, Hope Klemme, Paul Haubrich, and John P. Ora, "Using Behavior Modification Principles to Teach Sight Vocabulary," *Teaching Exceptional Children* (Spring, 1970), 2:120-128.

Teachers of "trainable level" retarded students frequently concern themselves only with teaching words which are essential to these skills. The assumption that trainable level retarded students can learn only survival skills has been challenged.

Studies have shown that by using basic behavior modification principles such as contingent reinforcement, modeling and learning set, trainable retarded children can be taught a rudimentary basic vocabulary. In the article several basic learning principles were applied to the instruction of trainable retarded children.

Burmeister, Lou E., "Final Vowel-Consonant-e," *The Reading Teacher* (February, 1971), 24:439-442.

This study was designed to examine a large stock of common English words to see how valid the following generalization is: "When a word ends in a single vowel-single consonant- *e*, the *e* is silent, and the vowel represents its own long sound." Other purposes were to examine the possibility of (1) formulating a flexible and more valid generalization which would be more highly descriptive of our language and (2) isolating groups, or families, of words which are exceptions to the generalization.

Cobb, Mary, "How Long Have You Known How to Read? Forever," *Reading News Report*, 1970, 4:11-14.

Could the television set be the medium through which children learn to read? Could animated cartoons entertain children and teach them reading skills simultaneously? The Appalachia Educational Laboratory, a federally funded educational development agency, believes they can. Children already are an eager audience, so why not use the time they spend watching television to guide them into reading? Through television the nonessentials of reading are stripped away and children are brought to the apex of reading.

Criscuolo, Nicholas P., "Approaches to In-Service Reading Programs," *The Reading Teacher* (February, 1971), 24:422-424.

The purpose of this article is to describe briefly six types of in-service programs in reading which were conducted recently in the New Haven Public Schools. These approaches are: (1) Reading share-in—Seven teachers shared their experiences and observations concerning supplementary reading material; (2) Reading Exposition—An exhibit of all the latest reading materials; (3) Reading Methods Seminar—Teachers from sev-

eral school systems discuss some of the newer methods used in their school system; (4) Cluster Reading Programs—Two or three neighboring schools plan and execute their own reading in-service activity; (5) Workshop for Supervisory Staff; (6) Reading Inducement Plan—this plan was launched to provide on-the-job experience for classroom teachers, especially strong in reading, while at the same time inducing them to become certified reading consultants.

Crowley, Harry L. and Bessie Ellis, "Cross Validation of a Method for Selecting Children Requiring Special Services in Reading," *The Reading Teacher* (January, 1971), 24:312-319.

This study is based on the test data available for Title I Reading Project in Leominster, Massachusetts during the school year 1969-70. The program offered special reading services through the first four grades and was concerned with assisting the purportedly disabled reader through developmental, corrective, and remedial procedures. The reading reinforced method was applied as a cross validation of the year's method of selection with the purpose of recommending that future assignment to the program include this procedure if sufficient evidence warranted its continued use. This method is based on the premise that a child's listening vocabulary normally will exceed his actual reading vocabulary, especially in the lower grades. Results indicate that the reading reinforced technique appears to be a generally successful method of selecting students for special reading services.

Donze, Sister Mary Terese, A.S.C., "Open-End Reading Program," *Journal of Reading* (February, 1971), 14:293-298.

A dead-end hall, a few pieces of paneling, some discarded furniture, the introduction of a work-sheet, and a bit of imagination revolutionized this reading program. The author stated that the Open-End Reading Program is flexible. Adaptations were made as new ideas arose, deeper insights were gained, and more equipment was added. The program goal was the same as that offered to the student: Begin where you are and go as far as you can—at your own rate.

Downing, John, "Promising Uses of the i.t.a Medium in Britain and

Michigan," *The Michigan Reading Journal* (Spring, 1971), 5:22-24+.

British teachers and Michigan teachers have tried i.t.a. independently and confirmed each others' experiences. Because the research conducted over the past ten years has produced "no evidence whatsoever" in support of T.O., but a great deal of evidence to sustain the claims of i.t.a., the Minister of State for Education and Science in Britain has given her support to i.t.a. Teachers in Rochester, Michigan compared i.t.a. pupils and T.O. pupils on the Carlson Analytical Originality Scale, an instrument which is designed to assess "the original elements of children's stories." The results indicate that, well beyond the state of transition to T.O., i.t.a. continues to enhance children's creative ability in writing.

Durost, Walter N., "Accountability: The Task, The Tools, and The Pitfalls," *The Reading Teacher* (January, 1971), 24:291-304+.

It is the purpose of this article to explore in some detail and to illustrate where possible, some of the problems involved in accounting for the progress, or lack of progress, in Title I projects and programs, particularly the remedial reading programs at the local and state level. What is needed is more effective evaluation at the local level wherever projects are set up on the basis of local option, and the supplementing of the local effort by encouraging cross validation of programs which embody the best of what has been found. The problem then is to obtain a convincing mass of data to show that a replicable technique has been identified and perfected which will give results.

Farr, Roger and Virginia L. Brown, "Evaluation and Decision Making," *The Reading Teacher* (January, 1971), 24:341-346.

Teaching children to read is a process which involves continuous decision making, not only by teachers, but by many different persons and agencies. Most instructional decisions are made by forfeit; that is, by not recognizing that a decision can be made or by not being aware of possible alternatives. It is quite possible that the plea for accountability will lead educators into accepting inappropriate goals, procedures, and outcomes all based upon inappropriate evaluation.

Finder, Morris, "Reading and Writing Exposition and Argument: The Skills and Their Relationships," *English Journal* (May, 1971), 60:615-620.

To identify the skills of reading and writing exposition and argument the author began by assuming that a piece of writing is an example of communication. Reading is one activity through which students learn to write. Conscious knowledge of how to write is knowledge for criticizing the writing of others. Criteria for evaluating composition may be restatements of the skill of purpose and production.

Froese, Victor, "Word Recognition Tests: Are They Useful Beyond Grade Three," *The Reading Teacher* (February, 1971), 24:432-438.

The purpose of this study was to determine the agreement of two different methods of arriving at functional reading levels by three different word recognition tests. The two different methods considered were the total words correctly pronounced and the stopping level. It appears from this study that the sums of the total number of words correctly pronounced on these tests may be a useful criterion for determining grade level placements and should be studied more extensively. The relationship among the grade level predictions and functional reading levels needs further examination before much confidence can be put in these word list placements alone—either for grouping or for the selection of appropriate reading materials.

Fry, Edward, "Let Their Fingers Do the Teaching," *Reading News Report* (April, 1970), 4:50-51.

Motivating the poor reader is the essence of successful remedial reading instruction. If you're looking for stimulating approaches, try combining typing with remediation and then step back and watch things change.

Fry, Edward, "The Orangoutang Score," *The Reading Teacher* (January, 1971), 24:360-364.

The Orangoutang Score is that score on a standardized reading test that can be obtained by a well trained Orangoutang under special conditions. The Orangoutang has been

trained that every time the reading teacher places a neatly typed multiple choice item from a reading test in an oblong window all that he has to do to get a bite of banana is to press a button, any of the buttons which, incidentally, are labeled A, B, C, and D. On the average, the Orangoutang will get 25 per cent or one out of every four reading test items correct by chance if he marks every item. The author concluded that if you are interested in meaningful reading scores with humans you should disregard the scores at the chance level and administer the next lower level of the test.

Hall, Maryanne, "Literature Experiences Provided by Cooperating Teachers," *The Reading Teacher* (February, 1971), 24:425-431+.

The purpose of the study was to ascertain the extent and types of experiences with children's literature and recreational reading provided by cooperating teachers. The study did not cover all aspects of literature and recreational reading experiences and did not in any way evaluate the quality of the experiences reported. The data indicate that in many of the classrooms surveyed there are deficiencies in the experiences provided with children's literature and recreational reading. The need for improving the quantity and quality of literature experiences is great and must receive attention in both pre-service and inservice education of teachers as a part of the national effort to make the "right to read" a reality.

Hanf, M. Buckley, "Mapping: A Technique for Translating Reading into Thinking," *Journal of Reading* (January, 1971), 14:225-230+.

Mapping, a simple technique of structuring information in graphic form, is worthy of careful consideration for increasing reading comprehension and retention. Mapping is an exercise in thinking which cannot be performed without the active intellectual participation of the student.

Johnson, Dale D., "The Dolch List Reexamined," *The Reading Teacher* (February, 1971), 35:449-457.

Certainly the most influential sight word list used in the past thirty years has been the Dolch Basic Sight Word List published in 1941. Not only has the Dolch list been the basis for vocabulary selection in many reading series, but it has been

used as a testing device for reading group placement. In 1967 Henry Kucera and W. Nelson Francis published their *Computational Analysis of Present-Day American English*. The author stated that Kucera and Francis' Corpus should replace the Dolch Primary Word List for whatever teaching, testing, or writing uses for which one has a list of common words. This Corpus reflects the world of the 1960's—not of pre-Depression America. It seems the Dolch list has outlived its usefulness and a more adequate substitute is available.

Johnson, Marjorie Seddon and Roy A. Kress, "Task Analysis For Criterion-Referenced Tests," *The Reading Teacher* (January, 1971), 24:355-359.

Two types of tasks in reading can be presented in criterion-referenced tests with two kinds of information resulting from the testing procedures. One can determine through such a test whether or not a particular individual can follow a specific set of directions dependent on reading ability. One can also determine through a criterion-referenced test, at what stage an individual is operating in progress toward mastery of particular skills or ability. Criterion-referenced tests, as here discussed, are not designed to measure some vaguely defined "general reading ability."

Kettlewell, Gail B. and Robena S. Gore, "Readings for Teens, An Elective Unit," *Journal of Reading* (February, 1971), 14:309-315.

In 1968 at Hayfield High in Fairfax County, Virginia an elective unit called "Readings for Teens" was designed for the ninth and tenth grade English program. The unit gave students an opportunity to read and discuss for four and one-half weeks and to be counseled individually about their reading. As an adjunct to this program, the reading teacher offered a remedial reading unit with small numbers of students working in reading kits. Both reading approaches engendered various questions: What plans need to be made to challenge all students to become better readers through the English program? How are most students reached effectively and what are their needs?

Kress, Roy A. and Marjorie Seddon Johnson, "Matching Children and Programs," *The Reading Teacher* (February, 1971), 34:402+.

The authors suggested certain guidelines for changes: (1) School programs must be adapted so that the instructional work can capitalize on the strengths children bring to the learning situation; (2) Changes must be effected in children so that they can reach beyond their present world and current accomplishments and (3) Changes must be effected in the pacing patterns of school programs so that flexibility is present to allow each child to develop according to his own capabilities. Perhaps the basic guideline is this: *Preconceived notions about children and school programs cannot guide the learning process.*

LaConte, Christine, "What's Happening in the Kindergarten?" *Reading News Report* (April, 1970), 4:19-21.

Reading readiness and beginning reading skills are now being taught in 40 per cent of the kindergartens studied.

Ladd, Eleanor M., "More Than Scores from Tests," *The Reading Teacher* (January, 1971), 24:305-311.

Teachers who are interested in teaching to the weaknesses and strengths of their students find it difficult and self defeating to wait and then perhaps to receive only scores from the testers rather than the tests themselves. Familiarity with the procedures could result in securing three measures of abilities related to reading from single tests: reading achievement, reading speed, and listening comprehension ability.

McKay, J. W., "Developing Reading Skills Through Literature," *Reaching Children and Young People Through Literature* (Helen W. Painter, Editor), International Reading Association, 1971, pp. 50-57.

No attempt has been made in this paper to formulate an exhaustive list of reading skills. In its place has been substituted a mixture of skills, materials, and the rationale or climate for employing them. Fifteen suggestions for facilitating and implementing the development of skills through the high school literature course are made for the express purpose of encouraging teachers to attempt to change the atmosphere of their classes and the attitudes of their students.

McWhorter, Kathleen T. and Jean Levy, "The Influence of a Tutorial Program Upon Tutors," *Journal of Reading* (January, 1971), 14:221-224.

Tutorial programs often represent a practical approach to reading improvement. Often neglected in this approach, however, is the effect of the program upon the tutor. The rationale of the program centered about the fact that students with reading difficulty often possess a negative attitude toward reading. Further, students with reading problems often hold low concepts of themselves and doubt their ability to improve their reading skills. Perhaps the most significant result of the tutoring program is the improvement in the tutors' reading ability which improved as much or more than that of the children who were tutored. If this result can be substantiated by more closely controlled research, it may lead to a practical approach to reading improvement.

Odom, Sterling C., "Individualizing A Reading Program," *The Reading Teacher* (February, 1971), 24:403-410.

It is the purpose of this article to acquaint the reader with the individualized reading approach and to point out some of its many advantages, one of which is developing within each child a true love of reading and books. This program does not represent a single method with predetermined steps in a procedure to be followed, but a flexible program guided by a knowledgeable teacher who has in mind the individual differences and needs of her pupils.

Palmatier, Robert A., "Comparison of Four Note-Taking Procedures," *Journal of Reading* (January, 1971), 14:235-240+.

Although students at all levels of education are expected or required to take notes, little research attention has been given to useful note-taking procedures. This report is presented as a summary of the experimental training aspects of the author's research project. The four note-taking methods examined were (1) the traditional Formal Outline Procedure; (2) a Three-Column Method; (3) a Two-Column Method; and (4) a No-Special-Method control allowing students to take notes as they wished. Results indicate that there was a significant dif-

ference on the final "quality-of-notes" scores with scores ranking the methods for "quality" from highest to lowest as follows: Formal Outline Procedure, Two-Column Method, No-Special Method and Three-Column Method.

Praeger, Arthur, "Edward Stratemeyer and his Book Machine," *Saturday Review* (July 10, 1971), pp. 15-17.

The author tells how a shopkeeper, Edward Stratemeyer, turned author hit the jackpot by parlaying adventure, heroism, and clean living into Tom Swift, Nancy Drew, The Rover Boys, and The Bobbsey Twins. Stratemeyer wrote more than 800 books written under 65 pseudonyms and translated into a dozen languages. Most readers would never know his real name but he had as great an effect on the preteens of his day as the invention of television had on a later generation.

Prescott, George A., "Criterion-Referenced Test Interpretation in Reading," *The Reading Teacher* (January, 1971), 24:347-354.

In criterion-referenced or content-referenced test interpretation, no attempt is made to compare the performance of an individual with that of others. Rather, one seeks to evaluate performance in terms of whether an individual has achieved or has failed to achieve specific instructional objectives. It seeks to answer the question, "What specific skills, knowledges, and understandings has a pupil acquired?" Most test authors probably would agree that criterion-referenced interpretation of test performance can provide information helpful in the guidance of pupil learning and in the evaluation of instruction. It should not, however, be thought of as a replacement for norm-referenced interpretation.

Reddin, Estoy, "Factors Related to Listening," in "Research" (J. Wesley Schneyer, Editor), *The Reading Teacher* (February, 1971) 24:461-463.

While early studies of the listening of elementary school children focused primarily on comparisons of reading and listening, studies in the last two decades have generally considered listening *per se*. Many recent investigations were of factors related to listening and have shown that intelligence is related

to listening ability, but sex does not seem to be. Listening attention scores and the number of correct reports of words spoken by the desired voice increase with age. Also, more good listeners than poor listeners are firstborn or only children and come from small families.

Reeves, Harriet Ramsey, "Individual Conferences-Diagnostic Tools," *The Reading Teacher* (February, 1971), 24:411-415+.

Teachers need more specific information about individual pupils in order to do a better job of teaching reading. Most teachers have access to some information about each pupil's reading ability from reading group activities and standardized tests, but this is not sufficient. Individual conferences seem to provide a means to acquire more specific information about pupils and to double check information from other sources.

Robertson, Gail R., "Adapting Textbooks for the Average Child," *The Reading Teacher* (February, 1971), 24:443-448+.

Many studies are being made of the teachers and texts for the child of poverty, the slow learner, the underprivileged, the handicapped child as well as the new developments for the gifted child, the talented and above average child. Now it is time to look at the selection of texts, materials, and attitudes used for the teaching of the largest part of the school enrollment, the average children. The truly discriminating teacher will recognize the limitations of the materials at hand and supplement with enough other resources to fill the needs of the children being taught.

Rosner, Stanley L., "Word Games in Reading Diagnosis," *The Reading Teacher* (January, 1971), 24:331-335.

Terms such as dyslexia, minimal brain damage, specific learning disability, and others with similarly formidable implications are being tossed around with greater frequency not only among educational specialists but also among teachers and the lay public. Such diagnostic categories when used with the same precision which went into their initial formulation can be of great help in simplifying communication between specialists. There is, however, real danger in the inexact application

of diagnostic categories, and a number of problems are created by the use of diagnostic labels as the end product of a diagnostic evaluation.

Rugel, Robert P., "Arousal and Levels of Reading Difficulty," *The Reading Teacher* (February, 1971), 24:458-460.

The results of this investigation support the hypothesis that a child's level of arousal increases as reading difficulty increases from independent to instructional to frustration levels. It should be noted that the children used in this study were average readers, not retarded readers. Even at the frustration level they showed few of the word recognition problems that characterize and frustrate the retarded reader. The results suggest that the reading teacher must try to reduce overt signs of frustration in both the classroom and in the remedial situation.

Rutherford, William L., "An Analysis of Teacher Effectiveness in Classroom Instruction in Reading," *Reading Methods and Teacher Improvement* (Nila Banton Smith, Editor), International Reading Association, 1971, pp. 124-131.

Any discussion of the essential components of an effective reading program will include one or more of the following elements: (1) the students; (2) the teacher; (3) teaching methods; (4) instructional materials; and (5) ancillary personnel and resources, e.g. the librarian and the library. In this discussion, teaching effectiveness will be divided into two categories, the teacher—how he acts and interacts with children on the personal level; and what the teacher does—how he performs his instructional duties. These categories are roughly parallel to the affective and cognitive domains of behavior.

Rutherford, William L., "Five Steps to Effective Reading Instruction," *The Reading Teacher* (February, 1971), 24:416-421+.

According to the author, there are at least five steps necessary in the development and execution of a successful reading program: (1) Begin the instructional program with a diagnosis of the specific reading needs of each child. (2) Design all learning experiences to meet the needs identified through diagnosis. (3) Define in precise terms what it is that children are to learn in each lesson and teach to accomplish these objec-

tives, avoiding tasks that frustrate pupils and tasks that do not contribute to the accomplishment of the objectives. (4) Evaluate the lesson to determine what each child had learned, not just what the "answering" students know. (5) Plan the next lesson on the basis of this evaluation.

Seels, Barbara and Edgar Dale, *Readability and Reading* (Ramon Ross, General Editor), International Reading Association, 1971, p. 20.

Readability and Reading is a revision of an annotated bibliography of the same title published in 1966. In this 1971 revision emphasis is placed upon sources from 1965-1970.

Trider, Mary S., "The Right to Read and Standardized Testing: A Necessary Dimension," *The Reading Teacher* (January, 1971), 24:320-330+.

The "Right to Read" has been established nationally as top educational priority for the next decade. Educators are charged with finding all the alternative roads to success that exist. Federal funds will continue to support these efforts; however, accountability will be a key word. The communication gap that has existed for so long between the ideals and philosophies of the educator and the tax dollar and support of the public must be eliminated. In New Hampshire, one step toward the solution to both problems has been the implementation of a State Testing Program. Analyses of the results to date have revealed a variety of helpful possibilities.

Tuinman, J. Jaap, "Asking Reading-Dependent Questions," *Journal of Reading* (February, 1971), 14:289-292+.

Do comprehension questions measure general knowledge or skill in reading? The author offers suggestions for test-makers and teachers.

Weintraub, Samuel, Helen M. Robinson, Helen K. Smith and Gus Plessas, "Summary of Investigation Relating to Reading, July 1, 1969 to June 30, 1970," *Reading Research Quarterly* (Winter, 1971), 6:135-329.

The summary of investigation includes 341 reports of re-

search in the field of reading published between July 1, 1969 and June 30, 1970. The studies are grouped into six major categories. The first category lists by title and author 63 summaries on specific topics. The second major category abstracts research on teacher preparation and practice. Category three, the sociology of reading, includes investigations in such areas as adult reading, interests and habits, content analysis and the use of mass media by the public. The psychology and physiology of reading, category four, contains 19 subsections that cover such diverse topics as readability and legibility, auditory perception, and oral reading. A fifth category, the teaching of reading, is also subdivided into sections dealing with various aspects of reading instruction. Incorporated in the final category are research reports on the reading of atypical learners. An annotated bibliography appears at the end.

Wunderlich, Elaine and Mary Bradtmueller, "Teacher Estimates of Reading Levels Compared with IRPI Instructional Level Scores," *Journal of Reading* (February, 1971), 14:303-308.

This study compared teachers' estimates of students' reading levels with the results of the Individual Reading Placement Inventory (IRPI). The findings indicate that these middle school teachers were not able to make accurate subjective judgments of the reading levels of the pupils in their classes. Although the teachers were not able to tell at which level the children could read, they were able to rate their students on a fairly accurate scale in relation to each other. The teachers tend to overrate the poor readers and underrate the better readers. This study used only a small number of teachers. A more extensive study should now be made before any further conclusions can be drawn.

Yuthas, Ladessa Johnson, "Student Tutors in a College Remedial Program," *Journal of Reading* (January, 1971), 14:231-234+.

In the fall quarter of 1967 at Metropolitan State College of Denver, Colorado, an experimental Reading-English program with college students as tutors was instituted. To test effectiveness of the program, two experimental groups were chosen, one group receiving reading instruction with college students as tutors and one group enrolled in traditional re-

medial classes with faculty members as instructors. Improvement in vocabulary and comprehension was similar under both teaching methods and since both of the remedial reading programs were significantly related to persistence, the researchers concluded that using students as supervisors did not weaken the program and resulted in considerable savings.